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ABSTRACT

Recommendations for developing educational programs for high school dropout-prone students are presented in this publication. Data compiled on dropouts by the South Carolina State Department of Education indicate that approximately one out of every two first graders in South Carolina public schools drops out of school before completing the requirements for a State High School Diploma. Studies conducted to determine the reasons students leave school show no consistent behavioral pattern as to why they withdraw. The most common characteristics of those students withdrawing from school include: lack of interest in school work; economic reasons; a feeling that courses are not relevant to individual needs; attractiveness of outside jobs, wages, and experiences; poor self-concept; etc. The report states that the dropout-prone student generally follows a well-defined path: his interest in school diminishes and grades start to drop, and he begins skipping classes and is perceived as a disciplinary problem by school authorities. The publication concludes that serious efforts must be made to deal with the dropout-prone student. (WSK)

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ADMINISTRATOR'S GUIDE TO PREVENTING HIGH SCHOOL DROPOUTS

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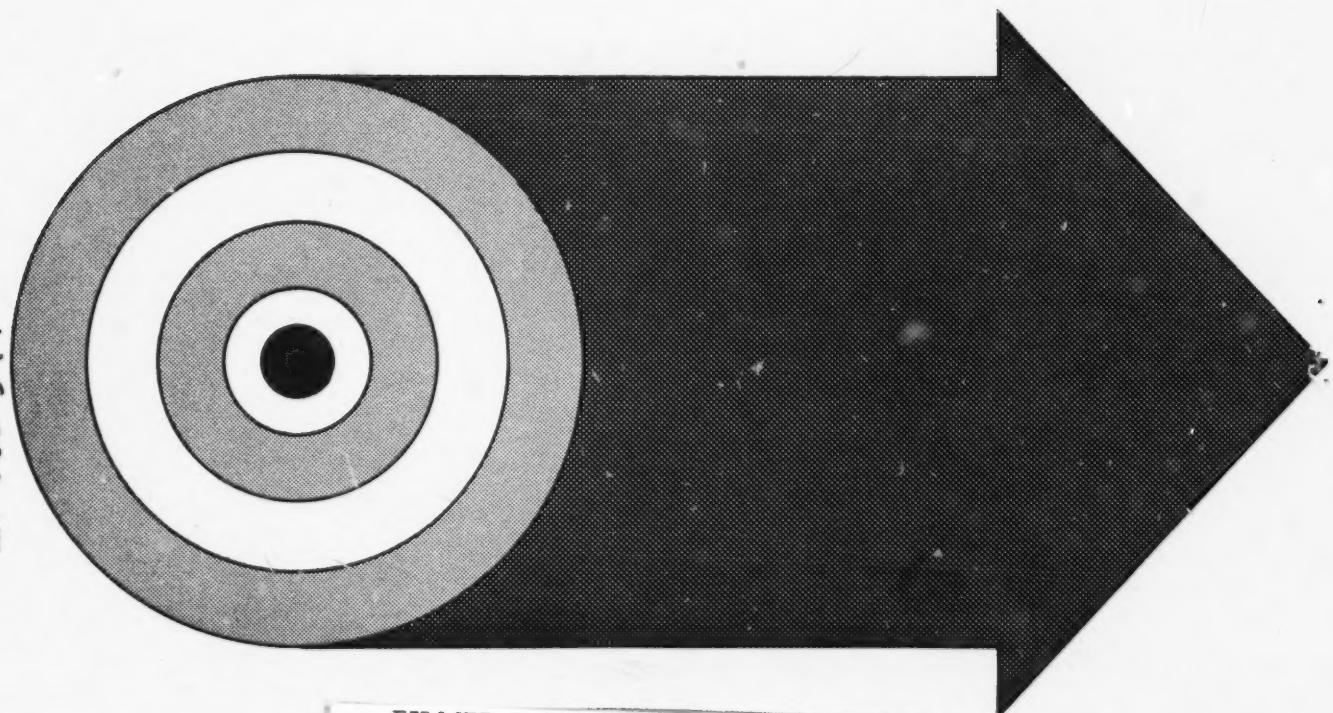

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ADMINISTRATIVE PLAN TO PREVENT HIGH SCHOOL DROPOUTS

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1972

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FOREWORD

To reduce the number of dropouts at least 50 percent by 1975 is one of the "1975 Objectives for South Carolina Public Schools," adopted by the State Board of Education on May 8, 1970.

Listed in this publication are recommendations for developing educational programs for high school dropout-prone students. Needless to state, there is no single instructional program that will ensure maximum effectiveness in every high school.

A primary responsibility of each local school administrator is the development and implementation of an instructional program that will provide meaningful, effective learning experiences for all youth enrolled in school. Developing such a program of instruction requires comprehensive course opportunities and learning experiences to motivate students at all achievement levels to continue their education until graduating or completing a program of studies.

Cyril B. Busbee

State Superintendent of Education

INTRODUCTION

Increasing attention is being devoted to a problem which has taken on deep significance in our society during the last decade. It is the problem of the school dropout—the youth of America who, for a multiplicity of reasons, leave school without completing their secondary education. "The problem of the school dropout is not a new one: it began within a few hours after the opening of the first school."[1]

"The tremendous waste involved when a youth prematurely drops out of school affects all citizens."[2]

Without adequate occupational training, these youth all too frequently find themselves faced with empty stretches of time which they spend in idleness and aimlessness, predominately in the stagnant atmosphere of congested slum and ghetto areas of large urban centers.

In reference to the congestion of dropouts in urban cities, Dr. Conant states, "I am convinced we are allowing social dynamite to accumulate in our large cities."[3] There, the dropout tends to relinquish the values and talents which enable an individual to live in this culture with aspirations, definitive goals, and expectations.

This dissipation of human talents and values has fostered the alarm of educators, governmental officials, social scientists, and other interested citizens. This concern is a realistic one for the future of a large segment of our population and the social and economic impact that segment can have on our total culture. This alarm is also generated by a sense of responsibility for the young people who are being denied their rightful heritage of opportunity in our democratic society.

CHAPTER I

High School Dropout-Prone Students

THE PROBLEM

Data compiled on dropouts by the State Department of Education indicate that approximately one out of every two first graders in South Carolina public schools drops out of school before completing the requirements for a State High School Diploma.

According to statistics listed in "Selected Data on Dropouts in South Carolina Schools," published April, 1971 by the Department, 31.2 percent of the 1966 ninth grade class dropped out of school before completing the requirements for a high school diploma.

This high incidence of dropouts indicates that the traditional educational program being offered in most schools does not meet the needs of all students.

Effective changes in the high school educational program to reduce the number of dropouts will involve changing the high school educational institution itself: educational philosophy, roles of school administrators and teachers, inservice education, instructional methodology, procedures for identifying dropout-prone students, understanding of the characteristics of dropouts, guidance and library services, pupil evaluation, daily schedules, extracurricular activities, summer schools, length of period for course completion, basic human needs, community involvement, and the curriculum.

DROPOUT CHARACTERISTICS

Most people believe that students drop out of school because they have low intelligence and cannot complete high school. Cervantes, who has conducted studies concerning causes and cures for dropouts, states:

> Educational theory has led us to believe that continuation in high school is a matter of IQ. Our research in metropolitan areas has led us to the conclusion that there is a vast overlapping of IQ's among dropouts and stayins and it is not the critical feature. With adequate parental direction or school counseling there is a school and a curriculum for practically every youth already in high school, no matter how high or how low his inherent ability.[4]

Studies conducted to determine the reasons students leave school show no consistent behavioral pattern as to why they withdraw. Each student relates his school experience to his life. "An analysis of the problem does, however, lead to the conclusion that most students leave school for two basic reasons: alienation and disability."[5]

The most common characteristics of students withdrawing from school are:

1. Lack of interest in school work.
2. A feeling that teachers are unsympathetic (not helpful, and not interested in the student).
3. Failure to achieve success in school (unhappy school experience).
4. A feeling that courses are not relevant to individual needs.
5. Inability to interpret and evaluate the printed word (low reading level).
6. Economic reasons (expense of attending school).
7. Experiencing difficulty in mathematics (low achievement level).
8. Lack of parental ambition for children's education (indifference).

9. Low educational status of parents (one or both parents withdrew from school at a low grade level).
10. Attractiveness of outside jobs, wages, and experiences.
11. Lack of opportunity to participate in extracurricular activities.
12. Low socio-economic status of parents (generally, parents hold jobs requiring unskilled workers).
13. Rejection by peers (feels left out, alone).
14. Pregnancy and marriage.
15. Excessive absenteeism and grade retention.
16. Lack of definitive educational goals.
17. Difficulty with abstract reasoning, generalizing, and forming relationships.
18. Inability to communicate effectively.
19. Two or more grade levels below class average in academic achievement.
20. Two or more years older than class peers.
21. Peer influence (influence of close friends who were school dropouts).
22. Poor self-concept.

IDENTIFYING DROPOUT-PRONE STUDENTS

The dropout-prone student generally follows a well-defined path.[6] A student's interest in school diminishes and his grades start to drop. He begins skipping classes and is perceived as a disciplinary problem by the school authorities. When he does go to school, he usually disrupts the classroom procedure or fails to participate in class activities. Rather than have this one errant student distract an entire class, the teacher usually banishes him—temporarily or permanently.

The educational program should provide procedures for identification of the dropout-prone student before he has made a decision to withdraw from school or has become such a disruption that he is expelled. Special instructional programs designed to reduce the number of dropouts have little appeal to students who have made a decision to withdraw from school. The dropout-prone student may be identified by analyzing information from:

1. Standardized tests with special consideration to reading achievement.
2. Cumulative records for identifying students who have histories of poor attendance, grade or course failures, and disciplinary problems.
3. Interviews concerning behavioral patterns and academic problem areas.
4. Questionnaires.
5. Participation or lack of participation in school activities.
6. Inability to pay instructional fees.
7. Surveys of age/grade distribution.
8. Interest inventory tests (one such test, the **Cottle School Interest Inventory Test,** has 150 discriminating items which parallel the backgrounds, experiences, characteristics, and attitudes most generally agreed upon by recognized educational authorities as typical of dropouts.)
9. Guidance information on the life of the student's family.
10. Home visits.

CHAPTER II

Faculty

SUPERINTENDENT

The superintendency of schools is perhaps one of the most crucial and most difficult public positions in American society today. The occupant of this position, more than any other single person in the community, influences the shape of public education. Thus, he has a basic role in determining what becomes of the young people in his community, and through them what his community and the nation will become.

In 1959, Dr. Conant concluded from his study of the American high school that competent administrators are essential for a good high school. He expressed this view by stating:

> I should like at this point to restate my judgment, based upon months of traveling and visits to schools in eighteen states as well as upon discussions with many, many school administrators, that three things are necessary to have a good high school, provided that it is of sufficient size: first, a school board composed of devoted, intelligent, understanding citizens who realize fully the distinction between policy making and administration; second, a first-rate superintendent; and third, a good principal.[7]

To reduce the number of dropouts, the superintendent must assume a leadership role in the development of meaningful learning programs for all students. "Administrators have the responsibility for planning school programs so that every student may have some opportunity for enjoying a successful school career."[8] Good leadership depends less upon what the leader is than upon what he does and how well he does it. Educational leadership is at the center of virtually all the current social revolutions, shaping them and being shaped by them. Its involvement is inevitable. But its chances for success are determined in large part by the intentional actions of men.

PRINCIPAL

The high school principal cannot abdicate his responsibilities for curriculum development and improvement without abrogating his leadership role. The principal who fails to be an instructional leader must, by necessity, be a follower. The principal can rightly be called the agent of change or the barrier to change.

The principal creates a climate that nurtures or discourages change. Morphet and Ryan view principals as:

> Building principals are key figures in the (educational) process. Where they are both aware of and sympathetic to an innovation, it tends to prosper. Where they are ignorant of its existence, or apathetic if not hostile, it tends to remain outside the blood stream of the school.[9]

There is a positive correlation between the principal's leadership and teacher improvement. An effective principal can work wonders with a mediocre staff, while laissez-faire leadership will soon spoil the best.

An effective instructional program is not a happenstance, but the result of effective planning, implementation, and evaluation. The instructional program mirriors the leadership, or lack of it, of the principal. A survey of instructional programs in some schools would cause one to conclude that the jingle, "I would rather fight than switch," was coined by the ineffective secondary principal who perceived his role as maintaining status quo.

Trump and Miller, in their assessment, "The principal in the final analysis bears the awesome responsibility of organizing for change to improve the curriculum,"[10] express the thinking of most educational authorities. The public has established schools for instructing its youth and placed the principals in charge of the schools. What manner of logic, then, can relieve the principals of their responsibilities in instruction?

Research on the distribution of principals' time shows that, on an average, principals still devote only approximately 30 percent of their time to instructional leadership.[11]

TEACHER

The ability of the teacher to enhance the classroom climate and promote understanding among dropout-prone students is felt by many to be the product of the interaction of special training and talents on the part of the teacher. Teachers selected for special instructional programs should have demonstrated ability to create the atmosphere necessary for optimal learning in the classroom for the apathetic, unmotivated, withdrawn potential dropouts. Teachers should have a positive attitude for learning.

An adequate staff is essential for dropout prevention programs. A teacher/student ratio that does not exceed one teacher for a class of 20 students is recommended.

Teacher characteristics are important determinants of student interest and success in school. Some of the desirable teacher characteristics are:

1. Attractive appearance.
2. Pleasant personality.
3. Sense of humor.
4. Emotional stability.
5. Ability to use a variety of approaches in teaching.
6. A sense of empathy for the disadvantaged.
7. More interest in student success than student failure.
8. Ability to maintain an informal atmosphere in the classroom.
9. Ability to encourage student participation in classroom activities.
10. Flexible standards for grading students.
11. Emphasis on teaching students rather than subject matter.
12. Ability to recognize that the language of students is closely tied to the children's homes or neighborhood influences.
13. Extensive knowledge of the subject content they teach.
14. Genuine concern for students.
15. Ability to accept results of standardized tests as indicators of students' present academic ability, while rejecting such tests as instruments for measuring native intelligence.
16. Positive and realistic attitudes about himself and his abilities.
17. Ability to view students in a positive way and favorable expectations of students' successes.
18. Feeling of empathy for students.
19. Ability to maintain control of the classroom without ridicule or embarrassment.

CHAPTER III

Curricular Organization

EDUCATIONAL PHILOSOPHY

"In general, educational organizations are influenced by three basic factors: the cultural or belief system, which sets policy in the form of goals and creates the mind-set by which activities are accepted; the technology, which determines the means available for reaching these goals; and the social structure of the organization in which the technology is embedded."[12]

A comprehensive philosophy of education, tailored to the needs of the school community, is a framework of basic principles of education to be used as a guide in program planning and teaching methodology. Without it a school is as aimless as a ship without a rudder.

A statement of philosophy conveys in general terms the idealistic concept the school strives to attain in its exercises, policies, and procedures. It encompasses fundamental principles fashioned in accord with the staff's convictions and expressed in terms of the school's responsibility to the education of the youth in these areas: the nature of the learning process; the tone of the school environment; the content of subject materials; the teaching methodologies; the types of learning experiences and activities; and the results to be attained.

The educational philosophy, to be effective, must give a positive thrust. To emphasize uniform standards of achievement encourages students who deviate from the "average" to withdraw from school. The instructional program must offer learning experiences that will assure the opportunity of success for all students—those with diverse motivations, interests, and family backgrounds. Student success must be measured in terms of individual progress rather than by comparison to other students' progress.

An educational philosophy that does not provide meaningful learning experiences, student involvement, emphasis on thinking and reasoning, a friendly atmosphere for learning, all-around developmental activities and experiences (social, emotional, intellectual, and physical), will result in a high incidence of dropouts.

When structuring the framework for the school's philosophy, the school staff should work cooperatively with community agencies in society which are concerned with the total development of the child—the church, the family, and all youth-serving organizations.

OBJECTIVES

The dropout prevention program should be designed to achieve specific behavioral objectives. Each objective should identify the behavior to take place and the level of performance expected. Listed below are some objectives a school may adopt to be achieved by the end of the 1975-1976 school year:

1. Dropouts in Grades 9-11 will be reduced at least 50 percent.
2. Dropout-prone students will perform on standardized achievement tests in reading and mathematics at a level equal to or greater than the mean level of achievement for students in the same grade level in the district.
3. As measured by results from an opinionnaire, students will indicate a greater degree of satisfaction with their educational program than they did prior to the dropout prevention program.
4. The faculty will indicate a greater degree of satisfaction as to the adequacy of the curriculum in meeting the needs of all students. The degree of satisfaction will be evaluated by comparing opinionnaire data collected prior to the

program with data collected at the end of the 1975-1976 school year.

5. Staff will identify and prepare a list of agencies offering services for youth. The names and services of the various agencies will be printed and distributed to all students.
6. The most effective teachers will be selected for the dropout prevention program. The effectiveness of the teachers will be evaluated in terms of student attendance and motivation for learning.
7. The dropout prevention program will involve parents of students in various school sponsored activities. Records of parents' attendance at activities will be basis for assessing parental involvement.
8. Industry and business personnel will participate actively in the dropout prevention program. Active participation will be defined in terms of services on a dropout prevention advisory council, provision of work experiences for students, and attendance at school functions sponsored by participants in the dropout prevention program.
9. Students enrolled in the dropout prevention program will have attendance that is equal to or greater than the average attendance record of students for the district.
10. Programs for procedures for identifying dropout-prone students will be implemented in Grades 9-11 to ensure that at least 90 percent of the dropout-prone students have been identified.
11. Textbooks and instructional materials commensurate with the reading achievement level of all students will be selected. No student will be required to use textbooks or instructional materials that deviate more than one and one-half grade levels from the reading level of the student.
12. Adequate teaching staff will be provided to the extent that the teacher-pupil ratio in the program will not exceed 20 students per teacher during each period of instruction.
13. The school will offer at least one extracurricular activity of interest to the dropout-prone student. Each dropout-prone student will participate in at least one extracurricular activity.
14. The guidance counselor will provide each student at least three experiences in group guidance sessions and two individual counseling sessions each year.
15. Textbooks, related instructional materials, lunches, clothing, and health needs will be provided for each student whose annual family income is $3,000 or less.
16. Learning experiences will be provided to ensure success to the extent that a minimum of 95 percent of the students enrolled in the program will receive credit for each course in his program of studies.
17. A minimum of 50 percent of the instructional programs will relate to specific learning opportunities for the development of salable skills in the world of work.
18. The performance of students in the potential dropout program will improve to the extent that 80 percent will receive grades of "C" or above as an evaluation of their academic performance in courses pursued.

INSERVICE EDUCATION

A major concern of the administrative head of a school is the development of a continuing program of inservice education designed to improve the professional competency and performance of the instructional staff—individually and collectively. It is logical to assume that improving the competencies of all staff members will result in improving the effectiveness of the educational program. People desire to improve, but the **need** for improvement and the nature of improvement are determined by their own perceptions.

A desire of many faculty members to cling to traditional methods of work is a challenge to those responsible for providing leadership, initiative, and ingenuity in program development. Resistance to change must be transformed into creativeness and activity to make the faculty a potent force for change.

Improvement in the performance of people results from changes in their perceptions of situations, other people, self and related functions, obstacles to change, and the probable effects of change. These modifications in perception provide the stimulus that is necessary to overcome the inertia of status quo.

The direction of improved behavior, as opposed to mere change, is towards greater self-realization, greater creativity, greater accord with prized societal values, and greater harmony with the nature of human growth as related to the learning process. The responsibility for initiating action and giving direction to such behavioral changes rests on the shoulders of the chief school administrator.

He should promote improvement by: (1) creating situations through which existing perceptions are critically analyzed, clarified, and extended; (2) providing opportunities to experiment with new methods and procedures; (3) assisting in modifying obstacles to behavioral change; (4) providing the necessary resources to facilitate change; and (5) helping to assure that results from desirable modifications in behavior are satisfying and beneficial.

An effective inservice education program is an action program. It fuses the dynamic leadership of the administrator with the cooperative endeavor of the entire faculty. The days of the solo performance of the administrator are almost over. It is a human trait to support and strive to make successful those decisions that one shares in making. The productive administrator crystalizes his efforts to train the staff and shares with them the development and organization of an effective inservice program. Butler, over 300 years ago, wisely pointed to a truth that has application for education when he said, "He that is changed against his will is of the same opinion still."

An advisory committee composed of supervisors and teachers from various subject areas should be appointed to identify existing educational needs and develop plans for meeting these needs. Listed below is a suggested outline for planning and structuring inservice education activities. The program of inservice education should be planned for identified needs in each school.

I. OBJECTIVES

A. Clearly define the purposes of the high school program.
B. Define educational goals and objectives for each course offering.
C. Evaluate strengths and weaknesses of the curriculum with recommendations for improvements.
D. Develop greater effectiveness in teaching to ensure successful learning experiences for each student.

II. TASKS

A. The faculty should agree upon and prepare, in writing, the purposes to be achieved in the high school program.
   1. Rationale:
      The faculty should agree upon the purposes to serve as a base of common understanding for program planning and teaching methodologies.
   2. Activities:
      a. The faculty should decide what purposes are to be served by the curriculum. The purposes should be specific and have mutual acceptance for use as a referent in making educational decisions.
      b. The faculty should agree upon and prepare, in writing, purposes to be served by the high school program. This document will offer guidance in planning and implementing a program of studies to meet the needs of all students.

B. Teachers should prepare, in writing, specific instructional objectives that can be evaluated for each course offering.
   1. Rationale:
      The school, like other democratic institutions, can achieve success in offering an effective instructional program only when there is a high degree of mutuality in the goals and objectives to be achieved in each course.
   2. Activities:
      a. Analyze instructional materials selected for each course and write specific instructional objectives for a base in planning learning activities.
      b. Seek a rational basis for agreement on instructional objectives and means for achieving them.
      c. Determine instructional materials and audiovisual aids needed for achieving instructional objectives.

C. Identify teaching techniques and strategies responsible for successful learning experiences.
   1. Rationale:
      Teaching techniques and demands for student performance are primary factors in motivating students to learn.
   2. Activities:
      a. Prepare recommendations for effective teaching techniques and student learning experiences for the various subject areas.
      b. Develop recommendations for making homework assignments.
      c. Develop a bibliography of books that can be used to enrich the learning experiences in each subject area.
      d. Develop a grading system that evaluates a student for his performance rather than group performances.

D. Prepare a written report of strengths and weaknesses of the various subject areas with recommendations for improvements.
   1. Rationale:
      The strengths and weaknesses of the various subject areas must be identified before plans can be formulated for improvements. Teachers have the vantage point of day-to-day contact with students to evaluate the adequacy of the curriculum in meeting the needs of all students. These experiences equip teachers for identifying needed improvements.
   2. Activities:
      a. Analyze grade distribution and failures for each course offering.

b. Analyze factors responsible for student failures during the previous school year.
c. Review follow-up studies of previous graduates to determine adequacy of the instructional program in preparing students for future activities.
d. Identify the mean, median, and range of achievement of students who will be taking various subjects during the current school year.
e. Determine the content reading level of adopted textbooks to evaluate the adequacy of instructional materials as related to student reading achievement.
f. Evaluate instructional materials adopted for use in the various courses to determine their motivational appeal to students.
g. Evaluate course opportunities in terms of meeting diverse student needs.
h. Prepare recommendations relative to
   (1) Courses that should be added to the curriculum.
   (2) Changes needed in textbook selection.
   (3) Adjustments that should be made in the curriculum to ensure success for the dropout-prone students.
   (4) Equipment and instructional materials and supplies needed to enrich learning experiences.
   (5) Extracurricular activities that should be provided to appeal to the dropout-prone student.

III. EVALUATION

A. Develop a questionnaire for participants to evaluate strengths and weaknesses of the in-service training program with recommendations for improvements.
B. Survey grade distributions and failures for each course at the end of each evaluation period during the school year.
C. Obtain reactions and evaluations of all teachers to reports and recommendations.

INSTRUCTIONAL METHODOLOGY

The teacher's greatest task is to motivate students to learn. Taba said, "If there is no wish to learn, there is no learning, even though the environment may be rich in stimulation."[13] Studies have shown that aspirations and self-concept are at the core of the motivation to learn.[14] Purkey quotes studies that show that self-concepts and academic achievements are positive correlates.[15]

The teacher must recognize that he plays an important role in the development of student self-concepts by the teaching techniques that he employs in motivating students to learn. The attitude of the teacher toward a dropout-prone student is an important factor in the development of the student's self-concept. Students recognize teacher attitudes from verbal and nonverbal communications by the teacher. Karl Menninger, famous psychiatrist, stated: "Attitudes are more important than facts."[16]

Teaching methodologies should provide for humanism. The vital questions of values, beliefs, feelings, emotions, and human interrelationships in all forms should be integral parts of instructional methodologies. Learning experiences that develop student responsibility and self-direction are more effective and have greater longevity than learnings from teacher lectures and homework assignments that require rote memorization.

Students should have opportunities for discovering meanings by personal explorations. Factual knowledge should be secondary to conceptual knowledge. Research has shown that 80 percent of factual knowledge is forgotten within two years of mastery. Results from tests and examinations should not be the sole determinants for passing or failing courses.

Research studies show that the learning process has the following characteristics:[17]

1. Learning is ever-continuous.
2. Learning is personal.
3. People want to learn things that are significant to them.
4. Learning is affected by the emotional climate.
5. In any learning situation, there are certain limitations on the learning that pupils can do.

Teaching methods should be designed to recognize individual differences and to make learning a personal experience for students. Teaching strategies should encourage student participation by maintaining a classroom atmosphere of friendliness and informality. Arranging students in a tight circle with the teacher encourages a favorable emotional climate for student participation. Experiences such as independent study, small seminar groups, audiovisual aids, field trips, outside speakers, role playing, class discussions, and on-the-job training are some of the procedural approaches for learning activities.

Various strategies and activities should be utilized in creating an awareness on the part of students to the relevance of an educational program designed to their individual progress and achievements in reaching personal goals. Group discussions should be used extensively to help students relate content materials to their individual goals. Speakers from business and industry should be invited to present various topics to students relative to employment and job success. Stu-

dents should have opportunities to participate in contest activities drawn from the curriculum. Programmed instructional materials should be used to facilitate independent study and remedial work.

Individual projects should be activated to afford each student an opportunity to enjoy success and achievement in an assignment geared to the student's ability. Students should be provided opportunities to interview successful employees representing various occupational areas. Field trips to businesses and industries should be utilized to provide students first-hand knowledge of on-the-job environments. Role playing should be used to make classroom experiences as realistic as possible.

Other simulated activities and game situations should be created in the classrooms and should be equated to actual experiences and results. Films and other visual aids should be used to aid students in retaining subject matter and understanding concepts. Individual assistance and counseling should be made available to help students develop self-esteem and self-confidence.

PUPIL EVALUATION

Teachers frequently give pupils high grades for successful learning and failing grades for failure to learn. Experiments show that reward is more effective than reproof in motivating students to learn. It is a human trait to withdraw from experiences that result in punishment or failure. "No human being can experience failure after failure for years and remain a well adjusted individual."[18]

Glasser views the A-B-C-D-F grading system as the school practice that produces students' failures.[19] A commonality of dropouts is grade or course failures. Our system of education does require student evaluation, but the evaluation should be in terms of individual progress rather than class progress. Each student should be evaluated in terms of his particular strengths and weaknesses. Learning activities should be designed to ensure success and not failure.

The program of instruction must provide continuous learning experiences scheduled in sequential difficulty. Effective learning stems from the known to the unknown. Students who need reinforced learning experiences in basic skill areas should be recycled in related programs with different instructional materials and learning experiences.

Studies have shown that teacher expectations are an important factor in student achievement and that grades are subjective to the extent they reflect teacher philosophy. The principal should receive a report of the distribution of grades from each teacher for each grading period (Appendix). He should analyze the report and hold a conference with each teacher when his report indicates a high incidence of low grades or student failures. Administrators should discourage teachers' using the principle of the normal curve distribution concept as a basis for assigning grades. This concept fails to consider individual differences.

LIBRARY SERVICES

Materials

Library materials, both print and nonprint, should be available in sufficient quantities according to curriculum needs and student interests. All materials should be arranged for easy accessibility. Materials should be arranged in such a way that a student loses no status when he makes a selection (in unit schools, only those materials for the primary children need to be shelved in specially designated sections).

Materials, both print and nonprint, should be available for home use. Records for checking out audio-visual equipment, such as filmstrip previewers, should be required also. Duplicate volumes of encyclopedias should also be available for home use, or copying machines provided for duplication of materials.

Today's students need more high interest/low vocabulary materials. Paperbacks have popular appeal. Filmstrips and recordings (both on disc and tape) provide needed background information for many non-readers.

Periodicals such as "Hot Rod," "Outdoor Life," "Sport," "Popular Mechanics," "Sports Illustrated," "Dig," "Flying," "Motorcycle Quarterly," "Ingenue," or "Seventeen" have appeal for the teen-ager. Periodicals on art and handicrafts have special appeal for some students.

Abridged classics are also published. Libraries should subscribe to a number of newspapers presenting differing points of view.

In addition, school librarians and teachers should be able to produce materials (such as activity packages) or transparencies which may not be commercially available (or too expensive for their budgets).

Program Implementation

Cooperative planning and evaluation are vital to any library program. Both faculty and students should be involved in these areas—and especially with the selection of materials, the rules and regulations governing library usage, and the planning of more creative programs requiring maximum usage of materials.

The library should be student oriented, with scheduling as flexible as possible, and rules and regulations kept at a minimum. The librarian should work with both subject area committees and/or a general library committee for planning to achieve this purpose. It is important that guidance counselors and students also serve on committees for planning and evaluating library services.

Many students have been taught library skills at the elementary level; and only an orientation will be needed for some high school students. A series of tests or self-tests should be administered to students to determine the skills which are most needed. Then, the librarian and teachers of students requiring additional assistance should plan sessions in which these skills are taught and opportunities for practice in these skills utilized.

Librarians will need to do some one-to-one or small group teaching of skills also. There are a number of excellent visuals that a student should use if he is weak in certain skills. Carrels or listening stations could be set up in the libraries with these materials available at all times.

Using student assistants provides excellent training for these students. Any interested student should be given the opportunity to make a contribution to the school in this way and to receive public recognition for services rendered. Some nonachievers perform well in the audiovisual area where mechanical skills are needed.

School libraries should have human resources files listing the names of community persons who are willing to contribute to the programs of the schools. Community-centered libraries with adults presenting job opportunities and participating in seminars with questions of importance to the students are desirable.

Staff

Professional personnel should work with the principal and teachers on planning and evaluating the library program, selection of materials, organization of materials, and maximum use of materials. These staff members should work closely with guidance counselors on programs geared to reaching potential dropouts, and library activities should be designed with these students in mind. The attitude of the staff should be warm and friendly, with genuine concern for the students.

Clerical personnel will be needed to allow the librarians to perform the more professional tasks of working with students and teachers.

Aides employed are often parents with a concern for young people.

Facilities

Library reading rooms should be student oriented, with attractive and stimulating displays. They should be comfortable, with some lounge furniture in addition to carrels for independent study. Piped-in music and carpeting can reduce the noise factor.

Conference rooms may be used for small group discussions which present opportunities for dialogue, for games (simulation games, chess, checkers, or math), for typing, or for the student production of tapes and other materials.

GUIDANCE SERVICE

The school principal is charged with the responsibility of providing leadership in the development of a comprehensive guidance program. He must provide for the organization, operation, and supervision of a program that meets the particular needs of all students in the local school setting. This includes the formulation of counseling policies, practices, procedures, and program activities. Although varying in techniques and strategies, all schools should provide these basic services and programs:

1. A structured orientation program that includes pretesting, preschool visitation, scheduled meetings with parents for registration and program planning, and procedures to process student transfers.
2. Individualized counseling for each student to assist him in making intelligent and realistic decisions relative to personal goals, course selections, vocational aspirations, social adjustment, and other choices affecting his success as a high school student. Each student should be scheduled with one teacher for a minimum of two periods daily. This teacher should learn to know the student well, have access to all information concerning the student, and become acquainted with his parents and home situation. This information can be helpful for consultations with students and parents when important decisions are to be made.
3. Individualized counseling services by a staff member, counselor, or teacher for each student throughout the student's entire school career to provide the personalized attention he needs to understand himself better, improve his self-concept, and develop an awareness that his present decisions will chart the course for his future life. This continuation of individualized counseling will greatly enhance the effectiveness of the total guidance program.
4. The administration of an effective testing program to determine aptitudes and ability levels of students and special tests for the academically talented, the retarded, and the handicapped.
5. The placement of academically disadvantaged students in programs of remediation designed to:
   a. prevent failure for the underachiever;
   b. schedule make-up classes;
   c. make arrangements for teacher-to-pupil and pupil-to-pupil tutoring activities;
   d. render other special assistance as needed.
6. Vocational guidance as a functional component of the total guidance program. Activities should include:
   a. scheduled group guidance meetings;
   b. arrangements for work-study programs;

c. contacts with businesses and industries;
d. planned career and college day programs;
e. follow-up studies of graduates and dropouts;
f. activities appropriate to each particular school setting.

7. The involvement of staff members from other school departments and agencies in rendering assistance and advice to students with personal problems. Involved should be welfare services, health services, psychological services, special education, college admission requirements, and scholarship opportunities.
8. Scheduled inservice training programs to assist teachers in developing techniques and teaching strategies compatible with students' needs and interests. Perception, creativity, and empathy are indispensable qualities of effective teachers.
9. Coordinated guidance activities and procedures for dropout-prone students. The guidance staff should:
   a. keep accurate and current records on all potential dropouts, with cumulative evaluations;
   b. encourage participation in extracurricular activities in which students can find success and esteem which often escapes them in their academic programs;
   c. investigate all failures, determine causes of failures, and help students take corrective action;
   d. establish effective mandatory exit interviews with dropouts and seek to enroll them immediately in adult education programs;
   e. assimilate available information on students' family lives, work lives, and school lives, and supply the teachers of potential dropouts with this information;
   f. contact potential dropouts more frequently before, during, and after vacations and holidays;
   g. provide an advisory guidance council composed of teachers, students, and parents for a continuous evaluation of services and activities;
   h. establish in the guidance department a reservoir of career development materials, personal-social adjustment materials, and educational materials, including such items as filmstrips, brochures, institutional catalogs, slides, informational booklets, occupational library materials, and kits and packets of various kinds.

EXTRACURRICULAR ACTIVITIES

There is evidence to suggest that the student who never experiences success in any of the school activities develops a low self-concept and is a potential dropout. Purkey cites studies that have shown a persistent and significant relationship between self-concept and academic achievement; and change in one seems to be associated with change in the other. Greene, in a study of the causes of dropouts, cites evidence that the factor most related to whether a student finishes high school is participation in school activities.[22]

Most extracurricular activities in the traditional school program are limited to students who have met prescribed academic requirements. Such a practice tends to encourage the encouraged and discourage the discouraged student from identifying with school activities. It is a human trait to aspire to participate and be a member of the team that occupies large amounts of one's time. To deny the dropout-prone student, who does not have the social and educational background to achieve academic success, the opportunity to participate in some extracurricular activity alienates him as a failure.

The dropout prevention program must provide extracurricular activities that are of interest to the dropout-prone student. Participation in these activities should be without cost and designed to equalize educational experiences. Special community interests and resources should be capitalized on in planning extracurricular activities. Examples of clubs that may be organized for extracurricular activities are: hot rod, radio and television, weight lifting, future homemaking, art, barbershop singing, popular and jazz music, western music, hiking and camping, career, etc.

SUMMER SCHOOLS

The summer school program should improve the learning opportunities of all students who enroll. The program should include: (1) a curriculum structured to provide academic, vocational, enrichment, and remedial courses to meet the diverse needs of learners at all levels; (2) multilevel materials available in all grades to ensure each student the opportunity of achieving success; (3) a teaching staff properly certified and possessing the competencies and skills needed to work in areas of assignment; and (4) utilization of multilevel approaches in classroom activities to enable each teacher to work individually with students having learning difficulties and to motivate students with indifferent attitudes.

MINI-COURSES

Consideration should be given to include phase-elective, short-term courses (mini-courses) in the program of studies. These courses may be designed as one-semester courses, or for shorter periods of time as cluster groups making up a semester's work. There is a need for sensible subject electives that appeal to the

dropout-prone student and meet his particular needs. Some suggested mini-courses are: photography; crafts; Bible study; music interpretation; oceanography; interior decorating; black studies; updated career (vocational) subjects; enrichment subjects; etiquette; family budgeting; proper grooming; proper car maintenance; drug abuse; stenoscript; how to study; speed reading; etc.

DAILY SCHEDULE

The daily schedule is a plan of operation for school activities. Traditionally, courses are developed and scheduled in predetermined time slots in contrast to determining schedule requirements to achieve instructional objectives.

Studies have shown block scheduling for a correlated curriculum is effective for establishing wholesome teacher-student relationships. The daily schedule for dropout-prone students should provide each student a minimum of 100 minutes with the same teacher. Such a schedule provides time for the teacher to understand each student as an individual with special strengths and weaknesses that affect learning.

Mini-course units or phase-elective courses are effective approaches for offering subject matter content in a complete unit. The dropout-prone student usually has a limited interest span and difficulty with generalizing and forming relationships. Subject matter that is required to be related to previous learnings after six or more weeks of elapsed time creates frustration and contributes to failure.

The development of salable skills by on-the-job training provides relevant learning experiences that motivate students to stay in school. The daily schedule should allot time for students to study through cooperative part-time learning programs.

To project the students' learning program into the business and industrial community and, in return, to involve the total community with the school, flexible schedules must be designed. Simply, the learner must see the need for knowledge to function successfully on the job. This is a strong motivational factor with the terminal student.

Cooperation among principals, counselors, teachers, and business and professional people is the fundamental objective to convince the reluctant learner that the school's operation extends beyond the conventional classroom. This is not to suggest "free schools" or schools without structure. Immature secondary school students need positive direction and a schedule to follow to teach them the necessity of planning, organization, and responsibility.

Selected students can easily be programmed through a sound scheduling system to leave school for work and, in many cases, to follow a prescribed variable schedule of activity between the school and on-the-job training.

School staffs should work closely with on-the-job supervisors in such cooperative part-time programs as diversified occupations and distributive education programs. In effect, career instructional objectives become obvious to all persons involved. Work-study programs at higher academic and technical levels have motivational appeal to learners.

CURRICULUM

The problems that are responsible for school dropouts are multifaceted; however, research studies have shown two basic problems: alienation and disability. Alienation or disability may result when students do not like the physical environment, the educational goals, the lack of opportunity to participate in school activities, or the personal relationships available. The disability problem usually stems from a student's being unable to succeed academically because of an inadequate academic background, a mental or physical handicap, a low scholastic aptitude, a pressing financial or social circumstance, a lack of parental interest and support of education, or a disturbing family situation.

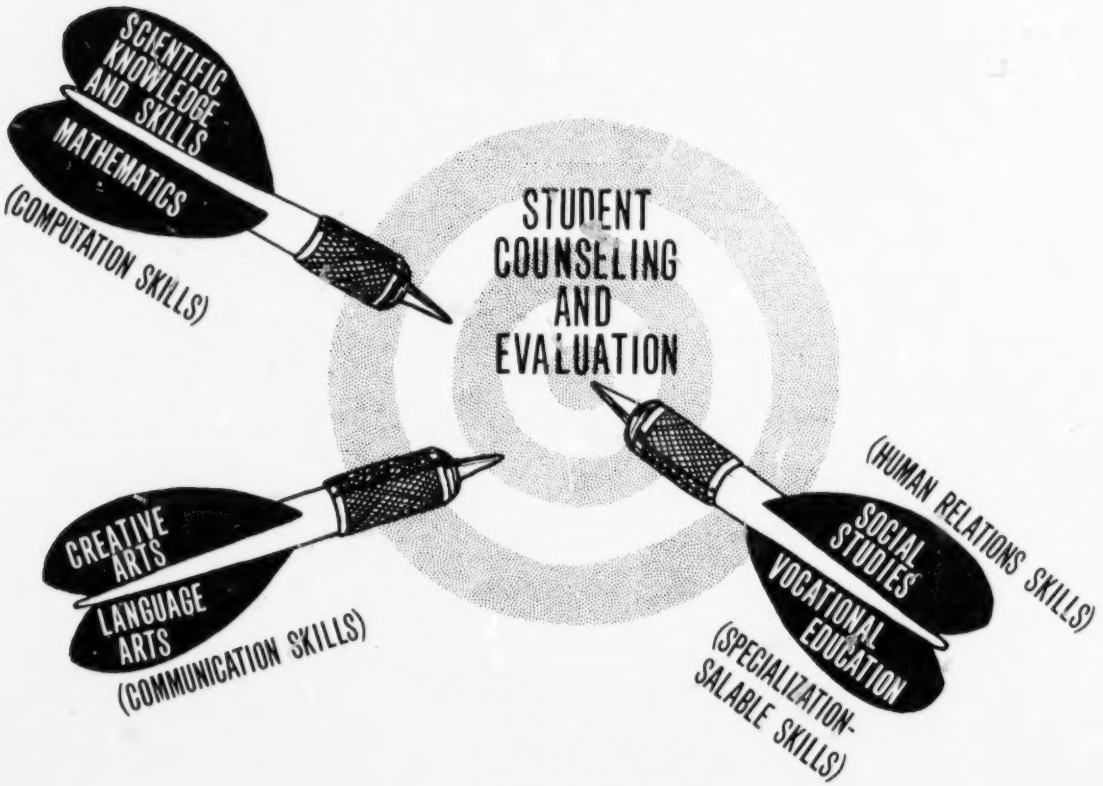
The key words in planning a curriculum for dropout-prone students are **relevance** and **involvement.** Schoolwork that lacks relevance and does not provide for active student participation in the classroom has little appeal to students.

The subject matter of basic and elective courses in the dropout prevention program must be designed to individualize instruction to the extent that instructional materials and content are interesting, relevant, and within the capability of each student. The research findings of individual differences in the learning process cannot be ignored. To ignore the fact that students differ is to perpetuate a belief that the school can force all students to be alike, and that it is easier for students to modify their needs than for the school to change its requirements to meet the needs of students.

The school administrator should coordinate the planning and implementation of a dropout prevention program. Subject area consultants of the State Department of Education Curriculum Development Section and the Office of Vocational Education have prepared recommendations in the various subject areas. A bibliography of instructional materials has been developed to assist curriculum planners in selecting appropriate materials. Recommendations and suggested bibliography are listed in a Department publication entitled "A Curriculum Model for Developing a Dropout Prevention Program."

The dropout prevention program should be designed to develop mastery of basic skills, creativity, and sal-

able skills. Following is a schematic design of the curricular components that should be incorporated in a comprehensive dropout prevention program.



COURSE OFFERINGS

The dropout rate in high schools will not be reduced significantly until the schools change their curricula and related school experiences. This view was expressed before Congress in 1970 by former U.S. Commissioner of Education, Harold Howe II. In a testimony during hearings on the dropout problem, Howe said, "Attempts to coax and persuade potential dropouts to stay in school when the school continues to fail them accomplish absolutely nothing."[21]

The statement of the German philosopher, George Lichtenbert, has application for curriculum planners. "I do not know whether if things change, they will get better. But what I do know is this: If things are to get better, then they must change."

The student dropout views the traditional curriculum as being irrelevant to his immediate needs. It is a human trait to withdraw from situations that do not offer something that one wants. As Earl H. Bell states, "The biological nature of all animals capable of learning is such that learning can take place only when the individual wants something, does something, and gets something."[22]

U.S. Commissioner of Education Sydney P. Marland has called for a total reformation of secondary education. Speaking to the 1971 Annual Convention of the National Association of Secondary School Principals in Houston, Texas, Commissioner Marland proposed a "universal goal": Every high school student should graduate with a salable skill or the preparation to enter college. "Anything else is nonsense," he said.

But more than half of today's graduates are not so prepared because they are "the unfortunate inmates of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic," he stated. Administrators call it general education.

Some high schools in South Carolina continue to offer curricula that are irrelevant to the needs of stu-

dents. High school accreditation applications for the 1970-1971 school year indicated that 7 percent of the total high school enrollment was enrolled in courses in agriculture; yet, statistics indicate that only approximately 2.5 percent of the total employment during the next five years will be engaged in farming.

Teaching practices and demands in some academic courses are just as outmoded. Some teachers continue to require students to memorize facts concerning leaders that lived centuries ago; yet, students know little concerning today's national and international leaders. Some English teachers are attempting to teach students who can't read to diagram and parse sentences, although the knowledge of diagraming has little, if any, value. Most academic courses are designed to encourage the encouraged and discourage the discouraged.

Cervantes and Greene are among many educators who urge the inclusion of special, more practical courses of training for the dropout-prone students. In such classes, information and skills should be offered which would be maximally useful to the youth who live from day-to-day in disadvantaged home environments that negate aspirations. Greene states:

> The curriculum that is needed is one that starts with specific, concrete experiences which have some meaning for the students. The fact that the subject has meaning for the teacher is irrelevant. The study of arithmetic, for example, must offer valuable knowledge that can be used today or tomorrow. To simply offer arithmetic because it will assist the student in the study of algebra is sterile and inadequate. By the same reasoning, language arts must mean more than merely picking out the subjects and verbs in a sentence. The courses offered in school must have potency and relevance for the student today, otherwise there will be no tomorrow for many of them.

Greene does not advocate that abstract subjects should **not** be taught, but rather that subjects should be taught in such a way as to provide the young person with some tools with which he can realistically and effectively cope with the demands of **his** environment. Implicit in this task is the responsibility of the teacher to create meaningful learning experiences in the classroom for the dropout-prone student. The ability of the teacher to enhance the classroom climate and promote understanding among the students is felt by many to be the product of the interaction of special training and talents on the part of the teacher.

Throughout the nation, schools are offering programs that are designed to provide meaningful learning experiences to dropout-prone students. One program that has been highly successful in reducing the number of dropouts is the Paducah-Louisville project where "Self-Enhancing Education" techniques are being used to help potential dropouts learn to work together and, in the process, build bonds of mutual confidence, trust, and responsibility.

The key to all attempts to revise a curriculum to prevent students from dropping out is relevance of courses to individual needs and aspirations. In effective programs, the role of the teacher shifts from serving as a fountain of knowledge to a remover of roadblocks to learning. The role of the school is shifting from an institution for teaching to an institution for learning. The teacher moves from the controller of the class to the facilitator of class activities.

BASIC HUMAN NEEDS

A number of studies have identified certain commonalities of conditions and characteristics among student dropouts. One of the conditions relates to children coming from economically deprived homes. To keep these financially disadvantaged children in school, provisions must be made to meet their basic human needs. The guidance counselor and/or teachers in each school should screen students to identify those who have needs and make recommendations to meet their individual needs. These needs may include health care, dental care, clothing, meals, textbooks, corrective glasses, instructional materials, and other assistance and services deemed essential to keep these students in regular attendance.

COMMUNITY INVOLVEMENT

It is generally conceded that the school is the community's largest cooperative enterprise. Using this premise as a base from which to operate, school officials and professional personnel should seek to establish and maintain a harmonious working relationship with all public-spirited individuals, organizations, and institutions located within the school community. Since the dropout problem is a societal problem and its resolution is contingent upon community cooperation and backing, plans must provide for total community action and support. To achieve this goal, school administrators should initiate these activities:

1. The administration and staff should secure firsthand knowledge of local civic organizations, businessmen, professional leaders (doctors, lawyers, dentists, realtors, etc.), parent groups, clergymen and other individuals who can serve as valuable community resources to the educational program.
2. School administrators should develop files listing names of area residents who can be called

upon to share their special talents and occupational and avocational knowledge with interested student groups.

3. Efforts should be made to develop a school and work program in which students divide their time between classroom attendance and supervised work experience in sales, office, and industrial jobs.

4. Careful planning and screening should be incorporated in efforts to establish a Community Advisory Council. Representative community leaders, identified as capable and perceptive individuals who have manifested interest and concern for young people, should make up the membership of this biracial council. Included in the membership should be parents, students, businessmen, professional leaders, and clergymen.

CHAPTER IV

Program For Recalcitrant Students

CAUSES

The recalcitrant student is not a twentieth century phenomenon. Histories of early American education record incidents of student riots, boycotts, teacher-pupil confron'ations, and all manner of disruptive behavior by students who have interfered with the learning environment.

Sociologists generally agree that human behavior is largely a reflection of cultural influences. Cole and Cox state, "Heredity furnishes the subject—the learner—but culture conditions the subject from birth until he dies."

Behavior, when activated by needs and directed toward a goal, is basically determined by previous influences. In essence, one behaves as he deems most appropriate to achieve his goals. This does not mean that the recalcitrant student perceives his behavior as being desirable or appropriate to achieve success in school. His goal may be to gain attention and recognition from his peers to compensate for his academic failure or peer alienation.

Deviant behavior is multicausal and thus precludes identification as being derived from a specific cause. Deviants may belong to a gang whose activities are antisocial. Members of such gangs often have a poor attitude toward school and little appreciation for the value of an education. This attitude may stem from inability to achieve success in passing courses or lack of participation in extracurricular activities that would provide group identification and peer acceptance.

J. Lloyd Trump, noted secondary school authority, believes that many discipline problems are caused by teachers. He states:

> Teachers who complain most about discipline are often those who talk endlessly, who dwell on the irrelevant, and who bore their students beyond description. It's no wonder that kids get angry and restless.[23]

Dr. Trump suggests that the skeptic of this assertion should sit in some of the classes to understand the boredom to which students are subjected when required to attend classes that are not relevant to student needs.

Lack of success in academic achievement in competition with other students may be a factor that lowers aspiration and triggers disruptive behavior. Travers states:

> That many research studies tend to show that level of aspiration tends to follow the level of performance—that is, as performance declines, so too does level of aspiration, and vice versa. However, level of aspiration is much more susceptible to change by success than by failure.[30]

Traditionally, the schools in America have placed emphasis on competition with the belief that students put forth their greatest effort in face of competition.

Cole and Cox state: "There is considerable evidence that students in classroom situations work harder, get more accomplished, and get along more harmoniously in cooperative task situations than they do in highly competitive situations."

The school must have a procedure for getting recalcitrant students to conform to approved norms, goals, or other behavioral directives. The procedure should be designed in terms of strategies for educational change rather than in terms of suppression.

Anrig states: "Suppression may temporarily solve disorder but it does not cure unrest."[24] The school cannot maintain an atmosphere conducive for learning without a system of social control of student behavior by obedience to necessary norms and goals.

Ross states, "It is, in fact, impossible to reap the advantages of high organization of any kind—military, political, industrial, commercial, education—save by restraints of one kind or another."[25]

Cole and Cox suggest that school norms are more effective if they are developed jointly by teachers, administrators, and students rather than being developed independent of student participation. They state that consensus is necessary for the orderly operation of a school and is most effective when the students make some contribution to the development of the consensus rather than having it imposed upon them.

Administrators may feel that suspension or expulsion is necessary to rid the school of the recalcitrant student who has resisted efforts to change disruptive behavior into acceptable patterns.

Torrance states, "Traditionally, the educator has looked upon resistance moralistically, as something which must be broken like obstinacy, as a kind of evil spirit which must be exorcised by stern discipline, flogging or other means of punishment."[26] Careful evaluation of the student will usually reveal that his resistance is a symptom of a covert problem.

An alternative to suspension or expulsion of recalcitrant students is a special program designed to change attitudes into a desire for behaving in an acceptable manner—not to reinforce hostility and anti-social attitudes by punishment. In reference to the effectiveness of punishment, Travers states:

> Punishment is a socially approved practice, rather than one endorsed by scientific research. The results of punishment are not generally those the punisher wishes to produce. At best, punished response is repressed, that is, inhibited, but it is likely to reappear when the possibility of punishment is removed. For this reason, the results of punishment are likely to be variable and rather unpredictable. If it is at all possible, methods other than punishment should be used for preventing the appearance of unwanted behavior.

The objectives of the program to change attitudes into desire for behaving in an acceptable manner may include plans:

1. to convey the idea of concern on the part of the school staff for each student no matter what form his overt reactions might take, thereby placing the focus on the individual rather than on specific segments of his behavior;
2. to help the student evaluate the issues involved—namely, the need for rules and standards, their adequacies and possible shortcomings, and their implications for everyone in the school setting; and
3. to assist the norm-violating student in attaining insights into the reasons for his unacceptable behavior, which might lead him to consider alternate reactions that are both acceptable to himself and consistent with school policies.[27]

Special programs for recalcitrant students may be organized by separating such students from the regular program for part of the total school day. Programs that separate students from the regular learning activities should be used as an alternative to suspension or expulsion after all administrative efforts to get obedience to school norms and goals have failed.

In extreme cases, a student's behavior may be so disruptive that in the best interest of the school, it may be necessary to suspend or expel him from attending school. Such action eliminates the student from the institution that has the greatest responsibility for the socialization of youth.

SPECIAL CLASSES

Special classes that are organized for recalcitrant students have advantages and disadvantages. The local administrator must decide whether the advantages outweigh the disadvantages when considering a procedure for rehabilitating behavioral deviation.

Advantages can accrue from small classes when students can develop a close relationship with a teacher and a feeling of belongingness. Maslow identified belongingness and love needs as one of the hierarchy of motives which forms the basic underpinning for social behavior.[28]

The assigned teacher should have empathy for deviant students and a missionary zeal for teaching. A male teacher may be desirable since most recalcitrant students are boys seeking identification. The masculine role of the teacher may gain respect and serve as a model for identification.

The special program should offer learning activities that will change attitudes. Students should be allowed to continue their regular courses without penalty. Arrangements should be made to have regular class assignments forwarded to the special class. The teacher should offer assistance when needed to keep special students up to date in their studies. Students should be transferred back to the regular programs as soon as they have evidenced a willingness to conform to norms of social control.

Programs of special classes should permit recalcitrant students to continue their participation in classes which their behavior has not been disruptive. Students should not be denied privileges for participation in extracurricular activities available to other students. To deny the recalcitrant student the opportunity to participate in an activity for which he has developed a feeling of belonging or self-esteem may reinforce antisocial behavior.

Disadvantages of special classes for recalcitrant students involve the effects of separation from normal peer influences on self-concepts. Special classes for recalcitrants separate students who are in greatest need of wholesome influence from peers with accept-

able behavioral patterns and require them to associate with other behavioral deviants.

ADULT EDUCATION

Local boards of education are authorized to assign students to adult education classes when they exhibit an unusual educational need which can be served better by this program, or when they exhibit physical, social, or economic problems of sufficient magnitude.

State accreditation standards permit a student to receive regular high school credit for courses completed in approved adult education programs, provided that for each unit earned, a minimum of 120 hours has been spent in class time in that subject at that level and the teacher is properly certified to teach the course. No student shall be allowed to apply more than a total of six units earned in a summer school, and/or through approved correspondence courses, and/or adult education programs, to the 18 units required for a State high school diploma.

When assigned to adult education programs, recalcitrant students tend to change their behavior to be in concert with the behavior of adults. The substitution of adults for peers as a reference group results in a change of attitudinal and behavioral cues. An individual identifies himself with or aspires to take on some of the behavioral traits of his reference group. Adults, as a reference group, motivate recalcitrant students to more mature and acceptable behavior.

The disadvantage of assigning recalcitrant students to adult education programs is that the student does not have the influence of his peers for socialization. The student does not have the opportunities for normal socialization and participation in school activities that are important for developing the self-concept.

EVENING SCHOOL

A special program for recalcitrant students may be scheduled after the regular school day. An evening school cannot be organized effectively unless it serves a large school district. A student should not be penalized in program opportunities that will handicap his returning to the regular program when assigned to an evening school.

One of the disadvantages of an evening school is that generally students are required to furnish their own transportation. The requirement that a student furnish his own transportation may result in his dropping out of school.

Another disadvantage of the evening school program for recalcitrant students is the perception of student roles as being apart from the school rather than being identified with the school. Students assigned to evening schools should not be denied the privilege of participating in extracurricular activities or social events that bring about student socialization.

The evening school should be planned to rehabilitate the student to adjust to the regular school program and not become a permanent assignment.

SPECIAL SCHOOL

A special school may be organized to serve a large school district. Students assigned to a special school should be thoroughly evaluated by a series of tests to determine levels of achievement and vocational interests. Students should be examined for physical impairments.

The program must provide for identifying causes for students' not wanting to learn. Taba stated, "If there is no wish to learn, there is no learning, even though the environment may be rich in stimulation."

The program should include planned activities to change student attitudes from hostility and antisocial behavior to cooperation and integration into the social system of the school. Individual and group guidance can be effective in changing attitudes. Recalcitrant students must learn patterns of acceptable behavior.

Socrates hypothesized that one does not deliberately behave in ways which he knows to be wrong. His premise was that misconduct is always the consequence of insufficient knowledge. Kilpatrick holds that the aim of education is not to teach students what they do not know, but to **teach them how they should live.**[29]

A student should be reassigned to the regular program as soon as he has evidenced a change in his emotional orientation—what he feels to be important, how he is motivated to behave, and his willingness to obey rules and regulations necessary for social control of the student body.

CONCLUSIONS

Policies and procedures for disciplining students should be designed to change disruptive behavior into an acceptable pattern of conforming to social controls. The stigmatization attendant to separating students from their peers is a factor that should be considered in organizing special programs for recalcitrant students.

Some sociologists and psychologists believe that separating recalcitrant students from their peers reinforces hostility and antisocial behavior and has an adverse effect on the students' self-concepts. The number and nature of the behavior of recalcitrants may require special programs as an alternative to suspension or expulsion. The reality of providing educational opportunities for behavioral deviants is a problem that does not have a simple answer. The question as to whether one disruptive student should demand an exorbitant amount of time from the teacher to the detriment of other students is one that requires a decision. The decision should consider all alternatives to suspension or expulsion.

CHAPTER V

Married Students

INTRODUCTION

Studies indicate that marriage is the primary factor for approximately 20 percent of the students who leave school before graduating. Marriage is generally acknowledged to be more a result than a cause of dropping out of school. In a survey of 1,721 students classified as having IQ's of 110 and above, French reported that 39.8 percent of the girls who dropped out of school listed marriage as the reason, compared to 3.8 percent of the boys.

Some school boards have adopted policies that prohibit married students from attending school. Such policies are usually predicated on the hypotheses that married students are detrimental to the good government and usefulness of the school, and that the marriage relationship a student experiences may result in his influencing other students to marry at an early age. The American culture of the twentieth century frowns on marriage of boys less than 21 and girls less than 18 years of age who have not graduated from high school. Donovan explains that the customs of marriage have served as indicators for the acceptance of teen-agers as adults. He explains the changes that have occurred in the customs by stating:

> Today if a girl marries before she finishes high school there is much sad wagging of heads because 'she isn't even eighteen.' In the French Canadian colonies a father was fined if his daughter had not married by the age of sixteen. In the last century if a girl was not married or engaged by eighteen her parents started to worry and by twenty-five she was definitely considered as a confirmed spinster. Throughout most of history puberty has been considered as determining a marriageable age; child brides were the custom rather than the exception.[30]

LEGAL BOUNDARIES

Legal authorities don't agree as to the authority of a school board to deny a student the right to continue attendance in the regular school program after marriage.

Bolmier states that two legal principles have been well established by various court decisions: (1) a school board may not legally compel attendance of married students, and (2) a school board may not legally prohibit attendance of married students on a permanent basis.[31]

Drury and Ray state:

> The trend seems to be for the courts to hold that marriage alone is not sufficient grounds to deny a person the right to attend school. On the other hand, the few reported cases on the subject seem to uphold the validity of board rules prohibiting a married student from participating in extracurricular student activities or athletics.[32]

Hardwick Stuart, Jr., State Department of Education research assistant on legal affairs, has researched legal statutes and various court decisions concerning the right of married or pregnant students to attend public schools. He summarizes his findings as:

> The fact that the Compulsory Attendance Law exempts married or pregnant persons from attendance[33] in no way detracts from the fundamental right of such persons of school age to attend the free public schools as guaranteed by State statutes.[34] To deny this right to a free public education solely on the basis of marital status or status as a mother is legally inconsistent with public policy, which as a rule favors the institutions of marriage and motherhood.

[33] **State of South Carolina**, Act No. 131, Section 3, 1967.
[34] **South Carolina Code**, 21-752, and 21-752.1.

Local school boards have the authority to suspend or permanently expel pupils who fail to meet standards of conduct or scholastic achievement.[35] If the local board suspends or expels a student on the basis of marital status or motherhood alone, the board must be able to show a direct, substantial relation between the status in question and the orderly educational processes.[36]

Should a board be unable to provide sufficient evidence to refute charges of arbitrariness or unreasonableness, the individual members on the board may find themselves **personally** liable under State and Federal civil rights acts.[37] The type of regulation that the courts would certainly uphold would be refusing attendance to a pregnant student during her term of pregnancy, because of the danger to her own health. (The right to homebound instruction during pregnancy is still open to question.)

Some school boards in South Carolina require married or pregnant students wishing to continue their education to attend adult classes or other similar programs. Such a provision is more legally sound than completely denying attendance; but it, too, may be successfully challenged if the provision itself is arbitrary or if the program is notably inferior to the regular school program.[38]

Out-of-state courts, in the past, have upheld boards in limiting activities of married or pregnant students to the classroom, excluding these students from extracurricular activities. Despite this trend, there is still the possibility of regulations of this type being ruled unconstitutional on the basis of the equal protection doctrine, especially if the activities are supported with public funds.

PROGRAM

In a survey of 827 schools in the north central area of the nation, Huber found that 88 percent of the schools surveyed allowed married students to continue attendance in classes in the same buildings. Only about one percent of the schools completely expelled students upon discovery of marriage; and six percent expelled married students, but allowed them to transfer to an adult school within the district.

If a school permits married students to continue their education, the curriculum should provide courses that are relevant to their immediate needs—such as family living, homemaking, family planning, and technical and vocational courses for teaching salable skills.

35Ibid., 21-230 (3).

36Opinion of Attorney General, September 28, 1971.

37United States Civil Rights Act of 1871: **South Carolina Code** 16.101.

38United States Constitution, Amendment XIV: Brown v. Board of Education, 74. S. Ct. 686 (1954).

COMPULSORY ATTENDANCE

Almost all state constitutions guarantee children the opportunity to receive an education up to a certain age and even make it a legal obligation to attend school. Compulsory attendance laws give statutory evidence to the value that organized government has given education in the social system of human relationships. While the Federal Constitution and the constitution of each state guarantee certain rights to each individual, these rights are not absolute and must be subordinated to the authority of the state when the welfare and progress of the public are concerned.

It is doubtful that any child may reasonably be expected to make a contribution to the welfare of the state or maximize the development of his innate capacities without the privilege of a moderate level of education.

General Francis Marion, in a statement on the need of popular education in South Carolina, wrote:

> Men will always fight for their government according to their sense of its value. To value it aright they must understand it. This they cannot do without education.[40]

The South Carolina Compulsory Attendance Act provides a system of regular school attendance for children between the ages of seven and 16 years. Each school board of trustees has discretionary authority as to the implementation of the act up to July 1, 1974 when the act becomes effective for all school districts.

The act lists certain categories of students who are exempted from the provision of the act. Any child who is married, any unmarried child who is pregnant, or any child who has had a baby out of wedlock are among the classification for exemption.

SUMMARY

The recognition of the value and need for each student's having the opportunity to receive a high school education has resulted in a movement toward greater understanding of the married student. To deny a married student the right to continue his education will not eliminate early marriages but will increase the number of dropouts and promote the need for more extensive welfare programs. As long as the married student does not disrupt the normal operation of the school and the control of other students, he should not be denied the right to continue his education. Marriage does not decrease, but increases, the need for a high school education because of the additional responsibilities and demands concomitant to marriage.

CHAPTER VI

The Pregnant Student

INTRODUCTION

Illegitimacy is not a twentieth century phenomenon. Donovan quotes records that indicate that illegitimacy was not an uncommon offense during our colonial history. During this period, the church ruled that any couple who had a baby within seven months after they were married had to make public confession of their premarital misconduct.

Newspapers published such items as the following one from the **Braintree Record** of March 2, 1683: "Temperance, the daughter of brother F——, now the wife of John B——, having been guilty of the sin of fornication with him that is now her husband, was called forth in open congregation, and presented a paper containing a full acknowledgement of her great sin and wickedness, publickly bewailed her disobedience to parents . . . She was solemnly admonished of her great sin."

The church records of Groton show that of 200 couples who had babies baptized during the 14 years before the Revolution, 66 (one third) confessed to fornication before marriage. In another instance of 16 couples who were admitted to communion during a two-year period, nine confessed to premarital sexual relations.

The increase in the number of teen-age pregnancies and the limited alternatives available for pregnant students to continue their education comprise a complex problem that confronts educators. Greene's study of dropouts indicate that almost half of the dropouts are girls. He believes that half of the girls who leave school are pregnant. Divoky states that 150,000 unmarried teen-age girls get pregnant each year and that there is an annual increase of 30,000 teen-age pregnancies nationwide.[41]

There is a general concept that the rate of out-of-wedlock births is highest among teen-agers. Gallagher and other researchers have discovered, however, that the highest percentage of out-of-wedlock births occurs in the 25-29 age bracket.[42]

Some school boards have policies that prohibit pregnant girls, married or not, from attending school in the regular program. Such policies are usually adopted on the premise that to allow pregnant students to continue attendance in school is to sanction pregnancy of teen-agers. The board may espouse this policy as a notice to the public that when a teen-ager becomes pregnant, she is guilty of violating established mores and must be denied the privilege of receiving an education. Such a philosophy is a contradiction of the humanitarianism suggested by Johann von Goethe when he stated, "If you treat an individual as he is, he will stay as he is, but if you treat him as he were what he ought to be and could be, he will become what he ought to be and could be."

The pregnant teen-ager is in greater need of empathy than condemnation. The empathy suggested is that requested in the prayer of the Sioux Indian when he implored, "Oh, Great Spirit, help me never to judge another until I have walked two weeks in his moccasins."

PROGRAMS

The educational needs of pregnant teen-agers can be met in various kinds of programs. When school board policy prohibits a pregnant student from continued attendance in the regular program, alternative programs should be provided. The educational needs of students do not cease to exist because of pregnancy. In fact, pregnancy increases their educational needs. The type of program sponsored for pregnant students is usually determined by community opinion as to the school's responsibility to the pregnant student.

Home instruction is one of the oldest types of programs for pregnant students. This program provides instruction to the student at her home from a special teacher for two or more hours each week. The effectiveness of the program is dependent on the student's industriousness in devoting sufficient time to indepen-

dent study. Application for homebound instruction can be made through the Office of Programs for the Handicapped, State Department of Education. If board policy prohibits a pregnant student from attending school but allows the student to return to school after the baby is born, home instruction will make it possible for the student to continue her education during pregnancy and return to school to complete the requirements for a diploma.

There are some inherent weaknesses in home instruction, such as (1) instruction is limited to academic subjects; (2) the student is deprived of the school environment to improve her self-image; (3) social and psychological needs of the pregnant student cannot effectively be provided when the student is alienated from peer influences; and (4) many teen-age pregnant girls are not provided home instruction due to the failure of the local administrator to request it.

A second type of program is the maternity home for unmarried mothers during their pregnancies. It is sponsored by social and private agencies. The Florence Crittenton Home of Charleston is one of the best known in our State. This home provides shelter and care for the mother up to and after delivery of her baby. It also emphasizes rehabilitation and formal education. The student can continue her high school education during her stay at the home.

Advantages of the maternity home are that a residence is provided for the unmarried mother, and she has an opportunity to associate with girls of comparable age and problems. It is difficult for a maternity home to offer a comprehensive educational program concurrent to providing for maternity needs.

The third type of program that is rapidly increasing in acceptance is the public school sponsored program. The School District of Greenville County is among the districts throughout the nation that are providing for the educational needs of unmarried pregnant students. The programs are designed to meet the special social, psychological, and educational needs of such students.

The Greenville program gives special emphasis to providing adequate vocational and personal guidance to the girl during the time she spends in the program. It helps her to develop future vocational plans for herself, adequate plans for the care of the baby, and a more positive feeling of self-reliance and acceptance of herself as a worthwhile person. The program is part of a comprehensive effort to meet the educational needs of all students. The program is designed to provide an opportunity for the girl to continue her education during pregnancy with the objective of returning to regular school after the baby is born.

Special programs for pregnant students should make it possible for the students to continue their education, but the program should have additional objectives. Gray has suggested the following as specific objectives:

1. a decrease in communicable diseases by utilizing prenatal and postnatal health education;
2. provision of counseling and guidance services to help prevent mental, emotional, and physical handicaps in the unwed teen-age mother population;
3. the teaching of structural foundations of prenatal and postnatal care to better ensure a healthy delivery and condition of mother and baby; and
4. instruction in family planning in cooperation with medical staffs and family physicians.[13]

The pregnant teen-ager must receive training in proper child care. The baby should have an opportunity to grow into a healthy and emotionally stable individual without being penalized for the behavior of the parents. Years ago, Luther Burbank said that if we paid no more attention to our plants than we do to our children, we would be living in a jungle of weeds.

A fourth type of program is one that allows teen-age pregnant girls to earn high school credits by completing approved correspondence courses. Requests for approval of correspondence courses are made to the Secondary Education Section, State Department of Education. Accreditation standards permit a student to earn a total of six units in summer school and/or through approved correspondence courses and/or in an adult education program to be applied to the 18 units required for a State high school diploma.

Assignment of teen-age pregnant girls to adult education programs is a fifth type of program providing for the educational needs of such students. Generally, assignments are for the duration of the pregnancy after which the student is permitted to return to the regular program. The effects, if any, on the sociological and psychological development of the pregnant girl should be considered before she is assigned to attend the adult education program. The traumatic experience of an unwanted pregnancy brings about special needs. Adequacy of the adult education program to meet these needs should be evaluated before a decision is made to assign a girl to it.

SUMMARY

School boards and administrators are recognizing a responsibility to provide for the educational needs of teen-age pregnant girls rather than sentencing them to a world of limited opportunities by denying them the privilege of receiving an education. Incidences of teen-age pregnancies serve as a cogent reminder that human drives are frequently stronger than moral reasonings. To refuse to provide for the educational needs of teen-age pregnant students does not eliminate, but compounds, the handicapping problem. The child born out of wedlock did not select the conditions of his conception and should not be deprived of proper care as a result of his mother being denied an opportunity for a program of education.

CHAPTER VII

Conclusions

Increasing numbers of responsible lay citizens and educators are expressing concern about the number of students dropping out of our elementary and secondary schools. The concern is justified and presents a challenge to those responsible for planning activities to meet the educational needs of all students.

If educators fail to meet this challenge, the public will turn to other institutions or agencies that purport to offer the leadership needed to meet the challenge. Private industry is moving into elementary and secondary education by performance contracts that profess to guarantee certain educational returns in terms of educational achievement. The number of school districts interested or involved in performance contracts has grown from one in 1969 (Texarkana, Arkansas) to approximately 170 in the fall of 1970. At the same time, the number of educational companies interested in utilizing performance contract approaches has grown from the ten that submitted proposals to the Texarkana Board of Trustees to approximately 40.

The challenges that confront public education demand that teachers and administrators concentrate on improving the curriculum. Schools must provide learning experiences for all students, regardless of their levels of mental aptitude. Curricula must be relevant and commensurate to the diverse needs of all students.

As Brown said, "Schools must recognize that there is nothing so unequal as the equal treatment of unequals and a major objective of education is to make it possible for different students to learn various things in different ways."[11]

The dropout-prone student has educational needs requiring learning experiences that cannot be provided in the traditional curriculum, primarily academically oriented. Efforts to reduce the number of dropouts should be directed to changing school demands and teacher attitudes toward dropout-prone students. As Coleman indicated:

> To put the matter briefly, if secondary education is to be successful, it must successfully compete with cars and sports and social activities for the adolescent's attention in an open market. The adolescent is no longer a child, but will spend his energy in the ways he sees fit. It is up to the adult society to so structure secondary education that it captures this energy.

CHAPTER VIII

Recommendations

Achievement of the objective to reduce the number of dropouts in South Carolina public schools will be equated in terms of the success of each school superintendent developing specific plans for reducing the number of dropouts in the schools under his administration. The superintendent of each school district should appoint a task force committee to recommend objectives and programs for approval by the local board of trustees for reducing the number of dropouts at least 50 percent, or a figure appropriate for each school, by the 1975-1976 school year.

Among the activities of each task force committee should be the development of recommendations for:

1. Procedures and criteria for identifying dropout-prone students.
2. Determination of the number, subpopulations, and characteristics of dropouts in each school.
3. Utilization of dropout data in evaluating the relevancy of curriculum to diverse student needs and recommendations for developing dropout prevention programs.
4. Provision of basic personal needs of disadvantaged students.
5. Specific behavioral objectives to be achieved in the dropout prevention program.
6. A written educational philosophy that will serve as a referent for curriculum planning and educational decision making.
7. Offerings of extracurricular activities for dropout-prone students.
8. Inservice education programs that will develop teacher awareness and sensitivity to the problems of youth leaving school and improve the professional competencies for effective teaching to reduce the number of dropouts.
9. An educational program for recalcitrant students as an alternative to suspension or expulsion.
10. An educational program for married and/or pregnant students.
11. Community involvement in efforts to reduce the number of dropouts.

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APPENDIX

GRADE DISTRIBUTION

Teacher _____ School _____ Grade or Subject _____

Period	Subject	Title of Textbook	Page Completed	
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				

Remarks: _____

_____

Supplies or equipment needed: _____

_____

Names of students in homeroom who have missed five or more days during the past six-weeks period:

Student	Parent	Address	Reason

APPENDIX

GRADE DISTRIBUTION

_____ School _____ Grade or Subject _____ Date _____

Subject	Title of Textbook	Page Completed	Distribution of Grades					
			A	B	C	D	E	F

ed: _____

oom who have missed five or more days during the past six-weeks period:

	Parent	Address	Reason for Absenteeism